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ABSTRACT

A study examined the home and family life courses provided in secondary schools throughout the state of Washington. Course offerings and student enrollment figures were analyzed. Survey instruments were mailed to the home and family life teachers in each of the secondary schools in Washington. A computer analysis of the data reported from 143 schools indicated that whereas seventh-grade courses in family life education are generally 9-week comprehensive required courses, eighth-grade courses are usually 18-week elective classes. Twenty-five percent of all schools with advanced courses in home and family life do not have a prerequisite. No significant relationship exists between enrollment in a basic course and enrollment in an advanced course. Females outnumber males by more than a two-to-one margin in nearly every course except those that are required. Minorities are significantly underrepresented in every program regardless of the percentage of minority students enrolled in the given school. (The survey instrument is appended.) (MN)

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Final Report

Project No. 84-ASJ (187) NB

Home and Family Life Education Program Analysis

Research Project in Vocational Education
Conducted Under
Public Law 94-482

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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January 31, 1985

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REPORT SUMMARY

The major objective of this study was to determine if the Home and Family Life courses provided grades 6-12, and the students participation in those courses was likely to provide the wide range of skills necessary for an individual to live independently or in a family.

The survey which was sent to each of the secondary schools in Washington was completed by the Home and Family Life teachers in that building. The requested data included: course descriptions; grade of participants; female, male and minority enrollment for the years 1982-83 and 1983-84; prerequisites; length of course and whether the courses were required or elective.

A computer analysis of the reported data from 143 schools demonstrated several significant trends:

- Seventh grade courses are generally required, 9 weeks long and are comprehensive in content.

- Eighth grade courses are usually elective classes of 18 weeks both comprehensive and specialized in content.

- The traditional basic year, which is normally required for all advanced courses, is actually a semester or two separate semesters as well as a year in length.

- Twenty five percent of all schools with advanced courses do not have a prerequisite.

- There is no significant relationship between enrollment in a basic course and enrollment in advanced courses.

- Females outnumber males by more than 2 to 1 in nearly every course except those which are required.

- Minorities are significantly under represented in every program regardless of the school minority population.

While it is clear that comprehensive Home and Family Life education programs are widely available and are in fact required by many junior/middle schools as well as some high schools; it is also clear that food and clothing content continues to draw strong interest.

There is some movement away from a year long basic course particularly at the 9th grade level with many schools accepting a semester or less work as prerequisite to advanced courses.

Future studies should include a close examination of the social and historical factors effecting male, female and minority enrollment in Home and Family Life programs, as well as educational reforms which may effect the traditional placement of requirements and electives.

STATEMENT OF PROBLEM

The statement presented in the original grant proposal remains the most definitive analysis of the problem and is therefore repeated here with some modification.

The present STANDARDS AND CRITERIA FOR A VOCATIONAL HOME AND FAMILY LIFE EDUCATION PROGRAM call for a Basic year course covering each of six major areas: Child Development, Family Relations, Consumer Education, Housing, Food and Nutrition, and Clothing and Textiles. This basic course may be followed by up to a semester of advanced study in each of the six areas. The most frequent pattern at the present time is for a school to offer the basic course primarily at the 9th grade and make such a course "available" to students above the 9th grade. The intent is that the basic course provides the fundamental skills and knowledge necessary for the occupation of homemaking and is prerequisite to all other work except the special "family living" type courses which are offered in many school districts for junior/senior level students. This "family living" course is comprehensive (includes objectives in all six areas) in nature. Work in Vocational Home and Family Life Education may be proceeded by some course study (elective or required) in grades 6, 7, or 8.

There is a wide diversity in method by which each local district makes Home and Family Life Education programs available. While it is true that the "Standards and Criteria" exist, it is also true that factors such as the registration process, other school course offerings and student, teacher and administration choice, have caused some districts to alter the traditional Home and Family Life Education scope and sequence patterns. Districts under Vocational Home and Family Life program review often cite "student preference" and "dropping course enrollment" as reasons for changing course offering, course content and prerequisites.

The rise in riddle schools, and the variety of program options at that level, suggest that high school programs could be either strengthened or weakened by the type of offerings available to students in grades 6-8.

The objectives selected for this study are based upon a need to continue the effort begun in the last few years to determine the effectiveness of Home and Family Life Education programs both at the national level and here in Washington.

Some data is available from previous studies on enrollment patterns and course content (Johnson) but little is known about the relationship of course availability and content to student selection. There appears to be more agreement both locally and nationally about the breadth or scope of learning to include study in all six areas of content stated in the federal legislation and the "Standards and Criteria" than there is agreement about the sequence of study.

In 1976, the Federal Education Amendments singled out Consumer and Homemaking programs for review and evaluation of effectiveness. The National Institute of Education (NIE) was designated to conduct the study. Among the priorities of the NIE study were, "How relevant is the content to the needs of individuals and families; and what impact does the program have on family life and individuals as consumers, workers and learners?" (Rossman) An outgrowth of the NIE study is the present national Longitudinal Research being conducted at Pennsylvania State University. Washington has been included as one of six pilot states to provide data related to the use of Consumer and Homemaking knowledge obtained in high school, following graduation. Objective 4 of this study is specifically designed to implement the steps necessary to carry out Washington's part in this important national research. It is anticipated that the specific data obtained from the student follow-up will be available for analysis by Washington following its inclusion in the Pennsylvania State study.

A more indirect, but related question is, "What does make programs effective?" Many studies have been completed which attempt to demonstrate which factors result in "effective" schools. Course scope and sequence - what is offered, in what order, and what grade - does not appear to be a prime factor for consideration. MacKenzie recently wrote a comprehensive analysis of current effectiveness studies. Some implications were that research is tending to substantiate the "common sense" of elementary and secondary educators and that the behavior of effective principals in school management is in response to problems which teachers identify for themselves.

Current "popular" literature, such as Megatrends and In Search of Excellence, do raise substantial concerns about the level where decisions are made, who is involved in decision making, the freedom to take "risks" - to go against the traditional - or to be innovative; all with a strong push for knowing what is most important. These ideas may well be part of the local teachers rationale for changing a Home and Family Life program to "meet needs"

and raising questions about the present sequence of learnings.

If it could be determined how student choice and course availability related to potential achievement of Home and Family Life Education goals, then recommendations could be made to both the state (Director of Home and Family Life Education) and the local school districts which could result in program improvement and efficiency, as well as strengthen the total instructional program for secondary students in Washington.

OBJECTIVES

OVERALL: Prepare a report which compares student course selection and completion to the achievement of stated goal of Vocational Home and Family Life districts in Washington.

SUB-OBJECTIVES:

1. Examine the relationship of middle/junior high course availability and student selection (length, title, number, enrollment and requirement) grades 6,7, and 8 and high school Home and Family Life course selection in grades 9 through 12.

2. Compare the selection of advanced Home and Family Life semester courses by students in grades 9-12 between schools that require more than a semester of a basic comprehensive course with those who have required a semester or less.

3. Identify the distribution of female/male minority and disadvantaged students in Home and Family Life Education courses (grades 6-12) by grade level and course.

4. Distinguish what behaviors related to the stated goals of Home and Family Life Education programs are being reported by persons who have completed at least three semesters of Vocational Home and Family Life Education.

PROJECT DESIGN AND PROCEDURES

The project called for attempting to obtain appropriate information related to Home and Family Life Education from the 526 schools in Washington which had secondary programs in grades 6-12 and were not alternative schools.

Data to be obtained included course descriptions, scope and sequence, prerequisites, and enrollment (male, female, minority) by course in 1982-83 and 1983-84 for both middle/junior high schools and high schools.

The initial contact was made in March through the local school administrator of each district, usually the superintendent, describing the project and requesting permission to contact home and Family Life teachers through the principal of each building. Mailings to the buildings included: introductory letter to the principal, a descriptive letter to the lead teacher, a copy of the objectives, and a program analysis data form. (copies in Appendix)

To complete Objective 4, 60 schools were selected by random sample from the Vocational Home and Family Life Education school roster. These schools had additional materials included in their mailing which described the process for obtaining ten graduating students for a fall follow-up telephone interview.

Special assistance was given by the Home and Family Life Teacher Educators of the State's universities and the program specialists in the Office of the Superintendent of Public Instruction. These individuals provided consultation to school districts with questions regarding the research study, and encouraged teachers to complete the survey or obtain students for the follow-up study. Reminder cards were also sent to each school not reporting by the first of May.

Raw statistical data was compiled from information received from each reporting school and placed on a program analysis form. Data from each program analysis form was entered in the computer at Washington State University in the fall of 1984.

Statistical analysis was completed by computer using the SAS statistical package. Assistance was obtained from a computer specialist at WSU and Home Economics Education Faculty with expertise in research design and analysis.

In November of 1984, a WSU graduate student was trained to complete the telephone interview follow-up necessary to accomplish Objective 4. Calls were completed primarily in evenings and on weekends over a three month period of

time, using the names and numbers obtained from schools included in the random sample.

Each school submitted up to ten students who met the eligibility requirements. Some smaller schools did not have ten eligible students and therefore submitted only the names of those students who qualified. No more than five interviews were completed for each participating school.

Completed telephone interview forms will be forwarded for inclusion in the national study.

A summary of all procedures data and analysis, including recommendations and evaluation are compiled in this report.

SUMMARY OF FINDINGS

The findings of this study have been summarized in relation to each of the sub-objectives and finally as all the results relate to the original overall objective.

The most important general data appears in Table 1, which indicates the nature of the response and particularly the high degree of material which was not usable. Returns which could not be included in this study provided imcomplete, inconsistant or unreadable data. Time and money both prevented a significant attempt to retrieve this data.

Table 1 General Data

Schools Contacted	526	
Schools Reporting	211	40%
Complete Data		
High Schools	105	75%
Junior/Middle Schools	38	54%
Total	143	68%
Incomplete Data		
High Schools	35	25%
Junior/Middle Schools	33	46%
Total	68	32%
Schools in Random Sample	60	
Schools Responding	32	53%

SUB-OBJECTIVE #1:

Examine the relationship of middle/junior high course availability and student selection (length, title, number, enrollment and requirement) grades 6, 7, 8, and high school Home and Family Life course selection in 9 through 12.

Very few (five) schools reported programs in grade six showing a 60-40 preference for elective over required courses.

In grade seven, 37% of the schools showed a nine week required course with 26% showing an 18 week elective. Where a trimester course (12 weeks) was offered it was generally required.

The majority of eighth grade courses were elective and 18 weeks in length (61%). Those schools which required courses in Home and Family Life showed a preference for 18 weeks (14%).

More schools recorded eighth grade programs (44) than seventh (35) or sixth (5).

Of students enrolled in Advanced courses and where the corresponding junior high or middle school enrollment was known, 53% had 18 or more weeks of Home and Family Life required in grades six through eight and 37% had received elective comprehensive programs; 11% had 12 weeks or less.

Data by school size is difficult to analyze due to the small numbers of schools reporting related junior and senior high enrollments.

SUB-OBJECTIVE #2:

Compare the selection of advanced Home and Family Life courses by students in grades 9-12 between schools that require more than a semester of a basic comprehensive course with those who have required a semester or less.

Schools which offer a basic course in Home and Family Life Education generally follow one of several models: a full year course, a full year divided into two separate and distinct courses or a one semester course. Those schools which offered the two semester option generally required only one as a prerequisite to advanced courses. The semester which included Foods was prerequisite to Foods and Nutrition and the semester which included Clothing was prerequisite to Clothing and Textiles. In this study schools which required both semesters as prerequisite to advanced courses, were counted as a full year program.

There is a slight difference of the prerequisite choice of a year or a semester based upon school size.

Table 2 Prerequisite Choice - School Size

School Size	Year	Semester
1 (0-250)	96%	4%
2 (250-500)	40%	60%
3 (500-1000)	44%	44%
4 (1000+)	18%	68%

The smallest schools prefered year requirements and the largest schools preferred semester courses.

Of the 106 schools offering some type of basic Home and Family Life course in 1983-84, 98 reported offering advanced courses. Thirty-three (34%) reported a requirement of a semester and 40 (41%) had a year prerequisite.

On the basis of this data, approximately 25% of schools offering advanced Home and Family Life courses have no prerequisites.

Of schools with enrollment under 250, 96% required some prerequisite for advanced courses, while schools with

enrollments of 500-1000 showed only 28% required some basic course before advanced work.

Table 3 Prerequisite Frequency - School Size

School Size	Number	Number with Prerequisite	%
1 (0-250)	24	23	96
2 (250-500)	26	15	58
3 (500-1000)	57	16	28
4 (1000+)	35	19	54

When the number of schools which showed enrollments in various advanced courses was matched with the number which required a prerequisite, some patterns developed.

While female and male enrollment changed by course and by year, it should be noted that some schools reported only a total enrollment by course rather than male/female. This data is shown in addition to the male/female frequency.

Prerequisites are most common for Foods and Nutrition and Clothing and Textiles; and least common for Family Living and Consumer Education.

Of particular interest was the lack of prerequisite in those Child Development courses which do not involve children, and the high rate of prerequisites compared with the number of schools showing enrollment in Family Health and Comprehensive courses. Nearly all schools offering the Comprehensive course had year prerequisite basic courses and the Comprehensive course was a year rather than a semester.

Table 4 Enrollment and Prerequisite Frequency

Course	Year	Male	Female	Total[1]	Prerequisite
Foods & Nutrition	82	60	65	15	27
	83	67	70	11	
Child Development	82	10	13	4	
	83	9	13	6	
Consumer Education	82	22	23	12	7
	83	23	23	11	
Living Environments	82	16	21	8	9
	83	18	29	3	
Family Health	82	2	2	1	2
	83	4	4	2	
Clothing & Textiles	82	33	58	16	25
	83	28	57	11	
Child Development+[2]	82	25	35	6	9
	83	28	36	7	
Family Relations	82	35	40	12	9
	83	42	44	9	
Family Living	82	35	39	3	3
	83	47	48	2	
Comprehensive	82	16	21	1	8
	83	15	20	1	

1 Total = schools reporting only a total enrollment figure
2 Child Development which includes work with small children

When enrollment in the basic courses (1982-83) is compared with enrollment in advanced courses the following year (1983-84) there is no significant statistical correlation except between female enrollments in small schools and the total enrollments in large schools; both showed a substantial relationship.

SUB-OBJECTIVE #3:

Identify the distribution of female/male and minority and disadvantaged students in Home and Family Life Education courses (grades 6-12) by grade level and course.

The range of female/male enrollment in grades six through eight shows very slight differences which indicate somewhat equal participation of female and males in Home and Family Life courses whether required or elective.

Table 5 Range of Enrollment - Junior/Middle

Grade	1982-83		1983-84	
	Male	Female	Male	Female
6	24-95	38-138	59-118	50-118
7	5-220	7-249	4-204	7-264
8	4-220	5-248	3-229	4-214

The range of male/female enrollment in basic semester or year long courses indicates more than twice as many females as males regardless of course length.

Table 6 Range of Enrollment - Basic

Course	1982-83		1983-84	
	Male	Female	Male	Female
Semester 1	4-68	9-167	2-84	10-120
Semester 2	1-59	9-124	2-64	14-152
Semester or less	3-131	5-476	3-36	9-97
Year	1-58	3-191	1-65	2-191

The range of female/male enrollment in advanced courses illustrates several key points:

- Greater percentage of male enrollment is in Foods and Nutrition (FN), Consumer Education (CE), Family Health (FH), and Family Living (FL) in both 1982-83 and 1983-84.
- Females far outnumber males in Clothing and Textiles (CT), Living Environments (LE), Family Relations (FR), and Child Development which includes experience with children (CD+).
- Those courses which are required for graduation in some schools (Consumer Education, Family Health, and Family Living) have comparable male/female enrollment.

Table 7 Range of Enrollment - Advanced

Course	1982-83		1983-84	
	Males	Females	Male	Female
Foods & Nutrition	1-81	2-166	1-149	3-218
Child Development	1-12	4-84	1-11	1-75
Consumer Education	1-221	2-167	1-249	1-227
Living Environments	1-21	2-72	1-9	2-67
Family Health	46-68	67-106	3-188	5-167
Clothing & Textiles	1-5	2-125	1-9	1-125
Child Development+	1-20	2-138	1-21	4-122
Family Relations	1-36	2-117	1-45	3-150
Family Living	2-374	2-444	1-122	1-109
Comprehensive	1-27	3-91	1-19	1-145

*Experience with young children

Table 8 Average Percent (%) of Total School Enrollment

School Size 1 (0-250)	1982-83	1983-84
H & FL total	54%	50%
Male	26%	33%
Female	81%	73%
School Size 2 (250-500)		
H & FL	39%	36%
Male	25%	23%
Female	54%	49%
School Size 3 (500-1000)		
H & FL	42%	40%
Male	27%	27%
Female	56%	54%
School Size 4 (1000+)		
H & FL	42%	39%
Male	23%	22%
Female	58%	48%

The percent of total school enrolled in Home and Family Life programs tended to decrease from 1982-83 to 1983-84. By percent of total school enrollment males represent less than one-half that of females. In the smallest schools significantly fewer males are enrolled compared to females.

The minority enrollment in Home and Family Life programs has been shown by percentage of total school enrollment which is minority compared with the percentage of Home and Family Life enrollment which is minority.

It should be noted that only schools reporting minority enrollment were compared. This analysis was also done by school size. (See Table 9)

Table 9 Range of Minority Enrollment

School Size	Total School % (Mean)	Home & Family %
1 (0-250)	3-14 (8.2)	.5-11 (4.7)
2 (250-500)	2-23 (11.4)	.2-9 (3)
3 (500-1000)	3-54 (13.2)	.3-19 (4.3)
4 (1000+)	2-16 (6.9)	.4-7 (2.3)

Minority students are clearly under represented in Home and Family Life class regardless of school size or school minority percentage.

Even in schools with high total minority count (54% and 41%) minority enrollment in Home and Family Life courses was significantly lower (5% and 19%).

There were no significant differences in this pattern between Asian, Indian, Black, or Hispanic minorities.

Given available data, it was not possible to relate the designation of "disadvantaged" to a significant variation in enrollment or course offering.

SUB-OBJECTIVE #4:

Distinguish what behaviors related to the stated goals of Home and Family Life Education programs are being reported by persons who have completed at least three semesters of Vocational Home and Family Life Education.

Thirty-two schools submitted student names for the telephone interview. Calls were made in late fall 1984 over a period of about 12 weeks.

A total of 154 calls yielded 60 completed interviews which took approximately 10 minutes each. Nineteen different schools were represented in the completed interviews.

Reasons for non contact included:
- -the student moved
- -no phone available, no known phone number
- -parents not willing to release whereabouts

All completed interviews will become part of the national survey being conducted by Pennsylvania State University. Findings of that study and the Washington portion will complete achievement of this sub-objective.

OVERALL OBJECTIVE:

Compare student course selection and completion to the achievement of Stated Goals of Vocational Home and Family Life Education programs in the 251 secondary school districts in Washington.

The Home and Family Life Education program goals were designed to encourage the provision of opportunities in all the areas necessary to be competent in the occupation of homemaking.

Students have relatively little time in the total educational program to focus on skills necessary to living independently or in a family. Therefore, attempts have been made to ensure the development and availability of courses which have both breadth and depth and have both male and female enrollment.

While participation in this study might be perceived as relatively small, the respondents never-the-less represented all the necessary variables such as school size, location and program variety. There is no reason to believe that had all schools reported the findings of this study would have been altered significantly.

The tendency for junior/middle schools to provide comprehensive required courses in Home and Family Life as well as electives in specialized areas such as foods and clothing has made skills for the occupation of homemaking an integral part of many young students learning.

The basic course, offered primarily at the ninth grade, has shown a slight decline in enrollment. While the greatest number of schools continue to use of a basic year as a prerequisite, a significant number of schools have moved to a semester of less prerequisite. In any case, the comprehensive nature of these courses remains strong.

The trend of some high schools to require courses such as Family Living, Consumer Education and Family Health for graduation has provided another avenue for achieving the program goals with a large number of students.

While enrollment of girls in Clothing and Textiles and both boys and girls in Foods and Nutrition remains high, a significant number of young people are involved in Child Development and Family Relations classes. The vast

majority of schools provided opportunities in several advanced courses and sixty eight schools reported that students had taken more than one advanced class. The area of lowest participation was Living Environments, the study of selecting, managing and maintaining a home, and therefore fewer students are likely to fully achieve the program goal in this area.

Except at the junior/middle school level and in courses required for graduation, females continue to outnumber males by nearly two to one in all areas of Home and Family Life education. Minority students are also clearly under-represented in Home and Family Life programs.

EVALUATION

In retrospect, it is easy to see all the things which could have or should have been different:

- If the grant had been made sooner...
- If teachers were not so busy in the spring....
- If the graduate assistant had not resigned...
- IF....

The fact is that several factors could have made a significant difference in the outcome of the study, and were therefore more than an inconvenience

If the survey materials could have been mailed earlier to the schools, the returns would most likely have been better. Late spring is a very difficult time for most teachers and several of them wrote of their frustration.

The directions given, particularly to teachers of junior/middle school programs, failed to convey the necessity of male, female and minority enrollment by course and year. Although it does appear that records are,in general, incomplete at the junior/middle school level.

There are differences between what is reported and what actually happens in some schools. Some teachers indicated differences between course titles and descriptions and what is actually taught or printed in student handbooks.

Telephone interviews are very difficult to accomplish when there is a time lag of several months between the original contact with the student, the student graduates, and the follow-up call is placed. Weekends and evenings proved to be the best time to make a useable contact.

All the objectives proposed for study were completed, though not always in the way originally envisioned. Some types of statistical analysis were not appropriate and in some cases insufficient data existed to be significant.

The results of this study will provide a great deal of grist for discussion, thought and planning of those concerned about Home and Family Life Education and it's future in Washington's secondary schools.

RECOMMENDATIONS

It is recommended that the Director of Home and Family Life Education, in the Office of the Superintendent of Public Instruction, with the assistance of other leaders in Home and Family Life Education:

- encourage and support short (9 - 18 weeks) comprehensive courses as requirements and electives in junior /middle schools,

- study alternative models for providing a strong comprehensive Home and Family Life course in grades nine through twelve, possibly as a requirement for graduation,

- examine the present end of year reporting system and determine changes or additions which might provide greater accuracy and clarity as well as on going program analysis,

- explore the multiple social and historic issues which may be related to the low enrollment of males and minorities in existing Home and Family Life programs. This should also include a study of the potential decline in female enrollment,

- develop a method of sharing program goals and objectives (particularly student learning objectives) which are clear, concise, comprehensive and practical among schools providing Home and Family Life programs.

PROJECT DISSEMINATION

This report will be presented to the Home and Family Life Education program specialists and teacher educators at their meeting in February, 1985.

Summary of the report and findings will be shared with all Home and Family Life teachers through area teacher groups or the annual summer teachers conference.

Other persons or groups which have interest in this report and findings will be included in the distribution plan following the recommendation of the Director of Home and Family Life Education, Office of the Superintendent of Public Instruction.

APPENDIX

STATEMENT OF THE PROBLEM BIBLIOGRAPHY

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WASHINGTON STATE HOME & FAMILY LIFE EDUCATION

PROGRAM GOALS

Provide opportunities for students to:

1. Apply principles of human growth and development to self-awareness and relationships with adults, peers and children within family and society.
2. Make decisions in selecting, managing and maintaining a living environment.
3. Apply principles of nutrition to the selection, preparation and service of food to meet individual and family needs.
4. Apply principles of clothing selection, construction and care to meet individual and family needs within available resources.
5. Apply consumer information to making decisions which enhance personal and family well being.
6. Develop leadership skills for the multiple roles of family member and wage earner.

BEST COPY AVAILABLE

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COLLEGE OF AGRICULTURE AND HOME ECONOMICS
421 Agricultural Sciences

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March 28, 1984

TO: Local Superintendent

FROM: Marcia L. Riggers
Assistant Professor, Home Economics Education
Project Coordinator

The College of Agriculture and Home Economics has received funding from the Washington Sate Commission for Vocational Education to conduct an analysis of Home and Family Life Education programs in the 247 school districts which have secondary schools. This study is being conducted in coordination with the Office of the Superintendent of Public Instruction.

The analysis is designed to determine the relationship of middle/junior high Home and Family Life enrollment to high school Home and Family Life course selection and the relationship between advanced Home and Family Life course selection between schools with more than a semester of a basic comprehensive course with those schools which have a semester or less of comprehensive work.

A second part, which will be conducted in only 60 selected schools, utilizes telephone interviews with post graduates.

It is anticipated that the results of the program analysis will provide much needed data for evaluating Home and Family Life program scope and sequence and assist in future local and state program planning.

Appropriate information and materials will be sent to each lead Home and Family Life teacher via the building principal. Every effort will be made to request only information which is easily available or obtainable.

If you have any questions, or do not wish your staff to participate in this study, please do not hesitate to call or write:

Marcia L. Riggers (206) 778-7948
925 Mountain Lane (7:30a.m.-2:00p.m.)
Edmonds, WA 98020

We look forward to your support.

Marcia L. Riggers

Marcia L. Riggers

cc: Vocational Director

WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON 99164-6236

DEPARTMENT OF GENERAL AGRICULTURE AND HOME ECONOMICS
323 Agricultural Sciences Building
(509) 335-2940

April 2, 1984

Dear Secondary School Principal,

The College of Agriculture and Home Economics has received funding from the Washington State Commission for Vocational Education to conduct an analysis of Home and Family Life Education programs in the 247 school districts which have secondary schools. This study is being conducted in coordination with the Office of the Superintendent of Public Instruction.

The analysis is designed to determine the relationship of middle/junior high Home and Family Life enrollment to high school Home and Family Life course selection, and the relationship between advanced Home and Family Life course selection in schools with more than a semester of a basic comprehensive course with those schools which have a semester or less of comprehensive work.

Please forward the enclosed materials to the LEAD HOME AND FAMILY LIFE TEACHER in your building.

Every effort has been made to request only information which is easily available or obtainable by the Home and Family Life teacher or teachers.

We are keenly aware of the many requests made of teachers and their time, but firmly believe that the results of this program analysis will provide much needed data for evaluating Home and Family Life program scope and sequence and assist in future local and state program planning.

We appreciate your support and concern for both quality education and the supervision of consumer and homemaking skills for your students.

Sincerely,

Marcia L. Riggers

Marcia L. Riggers
Assistant Professor
Project Coordinator

cc: Vocational Director

WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON 99164-6236

DEPARTMENT OF GENERAL AGRICULTURE AND HOME ECONOMICS
323 Agricultural Sciences Building

(509) 335-2910

April 2, 1984

Dear Home and Family Life Education Colleague,

The College of Agriculture and Home Economics has received funding from the Washington State Commission for Vocational Education to conduct an analysis of Home and Family Life Education programs in the 247 school districts which have secondary schools. This study is being conducted in coordination with the Office of the Superintendent of Public Instruction.

Enclosed you will find a copy of the objectives for the HOME AND FAMILY LIFE EDUCATION PROGRAM ANALYSIS. Objectives 1, 2 and 3 require information on both vocational and non-vocational middle/junior high and high school curriculum and enrollment.

In addition, a special sample of sixty schools has been selected from the 273 high schools with vocational Home and Family Life programs. These schools will be asked to provide information which will become part of a nation wide study conducted by Pennsylvania State University. If your school has been selected to participate, an additional set of instructions has been enclosed. This second part is related to Objective 4 of the program analysis study.

We believe that the results of the program analysis will provide much needed data for evaluating Home and Family Life program scope and sequence and assist in future local and state program planning.

If there is more than one Home and Family Living teacher in your building, please work together and combine all requested information for attachment and inclusion of the DATA FORM AND QUESTIONNAIRE, and return by April 30, 1984.

If you have any questions, do not hesitate to call me, (206) 778-7948 (7:30 a.m. - 2:00 p.m.) or contact the state Home and Family Life consultant who serves your area.

We appreciate your interest in strengthening and improving the quality of Home and Family Life Education in Washington.

Sincerely,

Marcia L. Riggers

Marcia L. Riggers
Assistant Professor and Project Coordinator

cc: Vocational Director

WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON 99164-6236

DEPARTMENT OF GENERAL AGRICULTURE AND HOME ECONOMICS
323 Agricultural Sciences Building
(509) 335-2940

HOME AND FAMILY LIFE EDUCATION PROGRAM ANALYSIS

OBJECTIVES

1. Examine the relationship of middle/junior high course availability and number of student selection in grades 6, 7 and 8, and high school Home and Family Life course selection in grades 9 through 12.

2. Compare the selection of advanced Home and Family Life semester courses by students in grades 9-12 in schools that require more than a semester of a basic comprehensive course with those who have required a semester or less.

3. Identify the distribution of female/male, minority and disadvantaged students in Home and Family Life Education courses (grades 6-12) by grade level and course.

4. Identify behaviors related to the stated goals of Home and Family Life Education programs that are being reported by persons who have completed at least three semesters of Vocational Home and Family Life Education, and have finished their high school education.

School Packet 4/1/84

WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON 99164-6236

DEPARTMENT OF GENERAL AGRICULTURE AND HOME ECONOMICS
323 Agricultural Sciences Building
(509) 335-2940

HOME AND FAMILY LIFE EDUCATION PROGRAM ANALYSIS

DATA FORM AND QUESTIONNAIRE

School_____ District_____

Teacher Reporting_____

If high school, indicate name/names of feeder junior high or middle school_____

The following items indicate information essential to completion of this study. Where possible, simply attach copies of existing material as noted for each of numbers 1-5. For your convenience, check each step as completed.

Following each step, please feel free to include any information which you feel may assist in the analysis of your schools data, such as recent changes in course sequence or school requirements.

_____ 1. Home and Family Life course descriptions such as those available for use by students when they make course selection. Include a description of course sequence of Home and Family Life and not courses which are requirements or prerequisites.
(Student Handbook)

_____ 2. Course outlines of Home and Family Life courses taught in 1983-84. (Content objectives and concepts only)

_____ 3. Course outlines of Home and Family Life courses taught in 1982-83, if significantly different than 1983-84.

_____ 4. Student enrollment in each Home and Family Life course taught in years 1982-83 and 1983-84.
(Class rosters, Vocational Report forms, grade book lists)

over →

_____ 5. Enrollment of the following, by course:

Males and Females - 1982-83 and 1983-84.

Minorities - 1983-84 Note by visual observation

Black (B)	White (W)
Hispanic (H)	Asian American (A)
American Indian (I)	

(May show count on forms submitted for #4)

Responses to steps 6 through 8 should be shown below.

HIGH SCHOOL ONLY

_____ 6. Of students enrolled in advanced home and family life courses, 1983-84, how many have taken more than one (1) advanced course?

_____ 7. If a junior/senior level home and family life course is a requirement, estimate the percentage (%) of those students enrolled this year who have NO previous home economics classroom experience.

JUNIOR HIGH/MIDDLE SCHOOL ONLY

_____ 8. If home and family life courses are required in junior high/middle school, indicate groups of students who are exempt (i.e. band or choir) and show percent of students likely to be exempt in any given year.

Exempt groups _____

Percent of grade level exempt _____

Comments:

This completed DATA FORM AND QUESTIONNAIRE including all appropriate attachments should be returned by April 30, 1984 to:

Marcia L. Riggers, Project Coordinator
925 Mountain Lane
Edmonds, WA 98020

Thank you for your most valuable help!

WASHINGTON STATE UNIVERSITY
PULLMAN, WASHINGTON 99164-6236

DEPARTMENT OF GENERAL AGRICULTURE AND HOME ECONOMICS
323 Agricultural Sciences Building

(509) 335-2940

April 10, 1984

M E M O R A N D U M

TO: Vocational Directors

FROM: Marcia Riggers *Marcia Riggers*
Project Coordinator

SUBJECT: Home & Family Life Education
Program Analysis

The enclosed materials are sent to you for your interest. The letter addressed to your superintendents was mailed prior to the mailing of the packet to principals.

Your interest, encouragement and assistance are very much appreciated.

MR/vc

BEST COPY AVAILABLE

HOME AND FAMILY LIFE EDUCATION PROGRAM ANALYSIS

PART II - SELECTED SCHOOLS

1. Adna High
2. Bainbridge High
3. Prairie High
4. Interlake High
5. Bethel High
6. Burlington-Edison
7. Cashmere
8. Olympic High
9. Adams - Clarkston
10. Colton
11. Coulee-Hartline
12. Cusick
13. Eastmont
14. Lynnwood
15. Elma
16. Cascade - Everett
17. Decatur
18. River View -Finley
19. Garfield - Garfield
20. Granger
21. Evergreen - Highline
22. Inchelium
23. Kalama
24. Kentridge
25. Kittitas
26. Juanita
27. Liberty - Liberty
28. Lyle
29. Mary M. Knight
30. Mercer Island
31. Moses Lake
32. East Valley - Moxee
33. Newport - Newport
34. North Mason
35. Timberline
36. Odessa
37. Omak
38. Othello
39. Peninsula
40. Pullman
41. Forks
42. Reardan
43. Republic
44. Riverside
45. Friday Harbor
46. Nathan Hale
47. Sealth
48. Shelton
49. Snohomish
50. South Kitsap
51. North Central -Spokane
52. Stevenson
53. Tahoma
54. Toppenish
55. Curtis Senior
56. Wahkiakum
57. Warden
58. White Pass
59. Willapa Valley
60. Eisenhower

Washington State University - M. Riggers - 4/84